

DOCUMENT RESUME

ED 206 127

EC 133 573

AUTHOR Fairchild, Thomas P.
TITLE Counseling Special Students: Individual and Group Counseling with Special Students.
INSTITUTION Drake Univ., Des Moines, Iowa. Midwest Regional Resource Center.; Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.; Iowa State Dept. of Public Instruction, Des Moines. Guidance Services Section.; Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE Mar 81
NOTE 35p.
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Counseling Services; *Counseling Techniques; *Disabilities; Elementary Secondary Education; Group Counseling; Individual Counseling; Teamwork

ABSTRACT

The booklet provides a brief overview of the essential components of successful guidance and counseling programs for the handicapped. Methods for counselors to use in assessing special students needs are described, as well as adaptations in techniques needed when counseling specific types of handicapped students. Discussed are counseling strategies for common special student problem areas such as self acceptance, sexuality, and interpersonal relations. A team approach is advocated in which counselors work together with general education teachers, special education teachers, and parents to meet the unique needs of students. Individual and group guidance activities at all grade levels are seen as essential ingredients of a developmental, proactive counseling program. Specific examples of individual and group guidance activities are provided. (Author/SB)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED206127

EC133573

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

SCOPE OF INTEREST: NOTICE

The ERIC Facility has assigned
this document for processing
to:

EC

CG

In our judgement, this document
is also of interest to the clearing-
houses noted to the right. Index-
ing should reflect their special
points of view.

COUNSELING

SPECIAL STUDENTS

Individual & Group Counseling with Special Students

Dr. Thomas F. Fairchild

March 1981

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Mary Jo
Van Velsch

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Counseling
Special
Students

Supported in Part By

Curriculum and Inservice Grants
under P.L. 94-482 - Vocational Education

Coordinated through the Area Schools and
Career Education Branch
Department of Public Instruction

Funds available to the Division of Special Education,
Department of Public Instruction through Part C,
Education for All Handicapped Children Act

Coordinated and Supervised
by the

Midwest Regional Resource Center
Drake University
Des Moines, Iowa 50311
(515) 271-3936

This monograph was developed pursuant to an agreement with the Guidance Services Section and Special Needs Section of the Iowa Department of Public Instruction (DPI) by the Midwest Regional Resource Center (MRRC), Drake University. The opinions expressed herein, however, do not necessarily reflect the position or policy of the Iowa Department of Public Instruction, and no official endorsement by the Iowa Department of Public Instruction should be inferred.

Permission to duplicate this product is granted by the Midwest Regional Resource Center and Iowa Department of Public Instruction, contingent upon the MRRC and DPI being given credit for its development.

FOREWORD

This monograph has been developed through a cooperative project entitled "Counseling Special Students (CSS)." Interagency involvement included the area education agencies and local education agencies in Iowa; the Midwest Regional Resource Center at Drake University; the Special Needs Section, the Guidance Services Section and the Division of Special Education of the Iowa Department of Public Instruction.

Advisory committee members include:

Carol Bradley, Chief
Instructional Services
Special Education Division
Department of Public Instruction

Raymond L. Feltner, Director
Midwest Regional Resource Center

James Forsyth
Guidance Services Section
Department of Public Instruction

Dena Goplerud
IEP Consultant
Midwest Regional Resource Center

Dr. David Jepsen, Associate Professor
Counselor Education
University of Iowa

Dr. Raymond Morley, Consultant
Special Needs Section
Department of Public Instruction

Dr. Howard Traxler, Chairman
Counselor Education
Drake University

Mary Jo Van Verth
Communications Specialist
Midwest Regional Resource Center

Mark Weston
State Program Consultant
Midwest Regional Resource Center

CSS Task Force participants were:

Ione Baal, Supervisor of Guidance
Des Moines Independent Community
Schools

Jim Buddenhagen, Consultant
Secondary Guidance and Career Educ.
Arrowhead AEA 5, Fort Dodge

Karen Konzett, Counselor
Fairfield High School

Raymond L. Feltner, Director
Midwest Regional Resource Center

Jim Forsyth, Consultant
Guidance Services Section
Department of Public Instruction

Pat Harmes, Counselor
Charles City High School

Dr. Raymond Morley, Consultant
Special Needs Section
Department of Public Instruction

Dr. John Thompson, Coordinator
Guidance Services
Heartland AEA 11, Ankeny

Mark Weston
State Program Consultant
Midwest Regional Resource Center

Dr. Crys Yaryan, Guidance Consultant
Heartland AEA 11, Ankeny

Table of Contents

	<u>Page</u>
Introduction.	1
Establishing Counseling Programs for Handicapped Students.	2
Assessing Needs.	3
Needs Assessment: One Example.	5
Adaptation for Counseling Handicapped Students.	6
Counseling the Mentally Disabled	7
Counseling the Learning Disabled	8
Counseling the Physically Handicapped.	8
Counseling the Vision Impaired	9
Counseling the Hearing Impaired.	10
Counseling the Speech Impaired	10
Counseling Students with Behavior Disorders.	11
Group Vs. Individual Counseling Formats	12
Attributes of Successful Facilitators.	12
Advantages of Individual Counseling Formats.	12
When to Use Individual Formats	13
Advantages of Group Formats.	13
When to Use Group Formats.	14
The Counseling Process.	14
Description of One Problem Solving Process	15
Counseling Strategies for Common Problem Areas.	17
Self-Acceptance.	17
Learning Environment Difficulties.	19
Sexuality Issues	21
Interpersonal Relations.	22
Career Planning.	25
Summary	26
Resources	27

INTRODUCTION

This monograph was written to assist Iowa school counselors as they become increasingly involved with special students in their schools. The material herein should not be considered comprehensive, but rather viewed as a starting place. Flexibility has been built into this monograph so it can be adapted to meet a school district's unique needs. As counselor competence grows in working with special students, additional strategies and techniques that are useful will be discovered and shared among colleagues through the Counseling Special Students Project.

Any discussion of a comprehensive guidance program for special students would be incomplete without including the topic of prevention. Proactive efforts in the early grades can reduce the number of remedial guidance activities needed later. The importance of providing teachers and parents of special students with assistance at all grade levels cannot be over-emphasized. Satisfactory personal adjustment and development is facilitated when supportive efforts are being coordinated at home and school.

Counselors can form a team with parents and teachers who may also be interested in learning how to effectively help special students. Parents and teachers are often interested in learning how to manage student behavior effectively, how to enhance student self-esteem, how to provide academic assistance, and how to communicate more effectively.

Individual and group guidance activities at all grade levels are essential ingredients of a developmental, proactive counseling program. This can be accomplished through either individual counseling sessions or group counseling formats, such as classroom guidance activities, classroom meetings, affective skills curricula, and small group counseling sessions. The content of individual and group guidance activities could cover the personal adjustment areas briefly discussed earlier and in greater detail in later sections of this monograph.

ESTABLISHING COUNSELING PROGRAMS FOR HANDICAPPED STUDENTS

School counselors have a responsibility to become familiar with the categories of exceptionality used in Iowa and to become familiar with special students within their buildings. These "special students" have as great, or an even greater need, to be exposed to a quality guidance program as does the average student. These students have many of the same needs as other students, yet frequently they experience more obstacles in fulfilling these needs than do most students. Their needs include:

- A need to be valued and accepted by others.
- A need to develop independence.
- A need to succeed in school.
- A need to develop appropriate interpersonal communication and social skills.
- A need to explore the world of work and learn appropriate work habits.
- A need to learn life skills.
- A need to develop a healthy self-esteem.
- A need to share their concerns with an interested, caring, sensitive adult.
- A need to experience meaningful relationships with members of the opposite sex.

The school counselor is the person in each school building whose primary responsibility is helping students meet these needs. Since counselors provide a variety of services to the general student population, it seems both time efficient and professionally appropriate for counselors to broaden their services to include special students.

While the emotional, personal, social, and vocational concerns of special education students have always fallen within the parameters of a quality guidance program, many counselors have held the mistaken assumption that only special educators attend to these concerns, that special students don't have the same needs as other students, and that specialized training is required to effectively counsel these

special students. In general, special educators have not attended adequately to special students' needs in non-academic areas. Yet these needs do exist, and most counselors do have the necessary preparation and skills to effectively serve these students.

Unfortunately, many counselors feel that they aren't able to provide viable services for special students. One of the easiest ways for counselors to allay their concerns about working with special students is to become familiar with special education by reading an introductory textbook on exceptional students. After gaining a better understanding of these youth from reading, counselors should become involved in establishing relationships with special students and utilize the special class teacher and area education agency consultants to evaluate these relationships.

ASSESSING NEEDS

When counseling special students, counselors must ascertain two things. First, they must determine which basic needs of the special student population can be met through a quality comprehensive guidance program. Second, they must determine the unique needs of these students, in order to tailor or modify the existing guidance programs to more effectively meet these students' needs.

Any efforts to determine the needs of special students must begin by developing an appreciation of the home and school environment in which these youngsters live. In order to do this, counselors need to empathize with what these students frequently experience.

During a special student's journey through the educational system, he/she probably has been rejected by peers, ignored by many adults, and frustrated by repeated academic, personal, and social failures. As a result, many special students develop poor self-images, lack confidence, and tend to be pessimistic about their future. Consequently, many special students desperately need a sensitive, caring adult who can facilitate positive changes in their lives. They need a counselor!

While an understanding of special students' experiences will assist counselors in serving special students, additional information is also needed. One of the first steps in establishing an effective

counseling program for special students is to clearly identify student needs. This involves gathering information about the special students in individual schools and perhaps across the district. Demographic information can be gathered by contacting the school district's special education director and recording the number of special students, their grade, and their categories of exceptionality. This information will be useful when developing overall program goals. However, the most useful information can be collected from an analysis of student, teacher, and parent needs. This can be accomplished using survey or interview techniques, or preferably a combination of both.

Questionnaires can solicit information from students, teachers, and parents regarding what they perceive to be the critical needs of special education students. For counselors, useable information could be gathered from students by using short, structured questionnaires that ask about student interest in receiving assistance from the counselor. Areas such as study skills, self-awareness, making and keeping friends, and career exploration could be presented as options. For teachers and parents the counselor might develop a short one page questionnaire to determine the guidance services needed by all students in the district. The format might include several open-ended questions such as:

Do you have a special education student in your class (home)?

How might the school counselor assist this student in his/her overall adjustment?

How might school counselors assist you in your efforts to better serve special students?

How might counselors better serve special education students in general?

Follow-up interviews or group discussions are important--particularly with special students. Counselors can meet with classes of students in self-contained special education programs to discuss student concerns and needs. Similarly, counselors can meet with special students in resource rooms and/or regular classes by arranging small groups to solicit first-hand information regarding student concerns and needs. If available, audiotape or videotape equipment can be used to record the sessions for future analysis. Counselors may also want to schedule

district-wide or building level meetings involving teachers and parents providing them an opportunity to share their concerns.

Once need(s) have been identified and prioritized (with the help of the special students), the counselor develops goals which are consistent with the expressed consumer needs and translates these goals into specific objectives and resources (people and materials) identified. Once services have been implemented, an on-going evaluation should be conducted to determine if the goals and objectives are being accomplished. Services can then be modified to increase their effectiveness in meeting the expressed needs of students, teachers, and parents.

NEEDS ASSESSMENT: One Example

Based upon surveys and group interviews, several need areas were identified. Students expressed a need to develop their interpersonal communication skills. Teachers were concerned about improving the self-images of special students. Parents wanted their special students to explore the world of work and learn job hunting skills.

These needs were translated into three goals for the guidance program:

1. Secondary special students will improve in their interpersonal communication skills and social skills.
2. Secondary special students will improve their self-images.
3. Secondary special students will become more familiar with the world of work and will learn job hunting skills.

Translating one of these goal statements into specific objectives resulted in the following:

2. SECONDARY SPECIAL STUDENTS WILL IMPROVE THEIR SELF-IMAGES
 - a. Special students will make more positive statements about themselves.
 - b. Each teacher will learn twenty and implement at least ten practical techniques for improving the self-concept of special students in their classrooms.

Services that were provided included "Personal Growth" groups, to enhance self-esteem, at each of the district high schools. In addition a district-wide in-service for teachers focused on classroom strategies to enhance all students' self-images. The success of these services were evaluated by:

1. Following up with teachers to ascertain what strategies they employed.
2. Using a pre and post measurement of self-esteem administered at the beginning of the year (before the teacher in-service) and at the end, to determine if significant gains had been made in all students' self-images, and to specifically assess changes by special students.
3. Assessing students' participation in "Personal Growth" groups at the beginning and end of the group experience. The number of negative and positive self-statements were tallied throughout the sessions for comparative purposes.
4. Surveying and interviewing teachers and parents to find out if in their perception the special students seemed to be feeling better about themselves.

Based on the various data collected, services were either terminated, continued, or modified.

In addition to needs assessment information, counselors must also consider the type of handicapping conditions special students are experiencing, when designing a comprehensive guidance program.

ADAPTATIONS FOR COUNSELING HANDICAPPED STUDENTS

When counseling special students, knowledge of the general characteristics of particular types of handicapping conditions is essential. Counselors should be cautious not to stereotype students, but to recognize that students with a particular disability are usually more heterogenous than homogeneous. Questionnaires and surveys can help counselors establish general characteristics of the special

student group. However, even more important than an understanding of general characteristics is a thorough understanding of the particular special students with whom the counselor is working. This can be achieved by reviewing existing information on the students, observing them, talking with special students and teachers, and participating in staffing or team meetings concerning the students. While a clear understanding of each individual student's characteristics will alert the counselor to techniques and adaptations that will enhance the counseling relationship, some basic modifications can be made appropriate to the special student's handicap.

COUNSELING THE MENTALLY DISABLED

Mentally disabled students exhibit a wide range of abilities. Counselors will most frequently be involved with mildly mentally disabled students. These students tend to function developmentally at a lower level than average students. The mentally disabled generally are less independent and have less sophisticated social skills than most general education students. Language, reading, math, and attending skills of the mentally disabled are frequently poor. Because of these characteristics, adaptation of counseling techniques and skills may be appropriate. Some of these might be:

1. Since language skills are not as well developed, counselors need to simplify vocabulary and sentence structure when talking with mentally disabled students.
2. Conceptually, mentally disabled students are functioning at a more concrete level. Thus, it may be essential for counselors to provide more concrete examples than usual and to speak in very specific terms.
3. Attending can be improved by saying the student's name when his/her attention begins to wander, and by reminding him/her of the topic or feeling being discussed. The length of the counseling session may need to be abbreviated.
4. Directive counseling approaches are most effective since mentally disabled students require considerable structure and direction in counseling sessions. Increased student responsibility can be given when students show evidence that they can handle such responsibility.
5. When possible, counseling sessions with the mentally disabled, should incorporate hands-on activities. Behavior

rehearsal and role-playing are effective techniques; counselors can also model appropriate behaviors.

6. Since reading is often difficult for the mentally disabled, counselors need to make sure that reading materials are appropriate for each student's level of understanding and reading skill.

COUNSELING THE LEARNING DISABLED

Learning disabled students pose a unique problem. They are of average or higher intelligence, yet their performance is not consistent with their ability because of attention disorders, various problems in the processing of language, or difficulties dealing with symbolic language (as in reading and arithmetic). Learning disabilities range from mild to severe. Knowledge of each student's specific disability and familiarity with his/her cumulative folder and individualized education program (IEP) will enable counselors to meet each student's particular need. In addition consider:

1. For the learning disabled student with a short attention span, counselors may need to provide more structure in the counseling session than usual. Counselor communication should be simplified to help sustain attention. Frequent short sessions might be used rather than less frequent longer sessions.
2. Memory difficulties may necessitate counselors repeating essential information and reviewing more frequently to facilitate the student's acquisition.
3. If student reading skills are limited, written material must be appropriate to the student's reading skill level.

COUNSELING THE PHYSICALLY HANDICAPPED

Physically handicapped special students display varied conditions including missing limbs, paralysis, cerebral palsy, etc. Some students may be in wheelchairs, while others may have prosthetic devices. Physically handicapped students may or may not have mental or learning disabilities. Many are intellectually average or above. Generally, adaptations will depend upon the specific handicap, but counselors may want to consider:

1. Counselors must be specific in scheduling and prompt in attending appointments since physically handicapped students may require assistance from others to get to the counselor's office.
2. When appropriate, counselors should discuss the student's handicap with him/her. This will enhance a counselor's understanding of the student's condition, and enable him/her to make the necessary adaptations in the counseling environment and sessions.
3. With some physically handicapped students, counselors may recognize a need for greater involvement with outside resources (e.g. physical therapists, physicians and vocational rehabilitation specialists). When referrals are needed, counselors must know where to turn to for assistance.

COUNSELING THE VISION IMPAIRED

Although various other problems may exist, the primary concern is for counselors to recognize the extent of a student's visual impairment. Items counselors need to consider when counseling visually impaired students are:

1. Various activities counselors normally do may miscommunicate to the student. Blind students are keenly sensitive to auditory cues. The tapping of a pencil, or shuffling of papers may inappropriately communicate irritation or disinterest.
2. Counselors should orient the student to the counseling environment by briefly describing the setting.
3. When doing "busy work" during a session, such as reviewing a folder, counselors should verbally walk the student through the process so he/she can "see" what is going on. This may help the student feel more involved in the counseling process.
4. The usual nonverbal cues used to encourage students to continue talking (smiles, head nods, etc.) are not seen by the student. Therefore, counselors must be conscientious and provide verbal encouragement to the student to indicate that he/she is being listened to and understood.
5. Facial expressions are often a poor indicator of emotions in the blind student. The student's fingers and hands might more readily reflect the emotional state of the student.

COUNSELING THE HEARING IMPAIRED

Individuals with hearing impairments may have difficulty hearing in one or both ears and in some cases may not hear at all. The hearing impaired student is required to process information partially or totally through other sensory channels. The method in which the special student processes information and the extent of the student's disability depends on the amount of hearing loss, the age at which the loss occurred, the student's intelligence, type of hearing loss, and the age at which special instruction was initiated. Items counselors need to consider when counseling students with hearing impairments are:

1. Counselors need to be conscious of the vocabulary they use. The daily conversational vocabulary of counselors may not correspond with the vocabulary of hearing impaired students.
2. Since the hearing impaired student listens with his/her eyes and ears, he/she needs to be allowed to sit where he/she can make the most of what he/she hears and sees. When counselors directly face students the reception will be enhanced.
3. The counselor must determine the hearing impaired student's preferred method of communication (e.g. speech and lipreading, writing, or manual communication), and then communicate in that preferred mode.
4. Articulation is more important than speaking loudly. Counselors should not exaggerate their gestures or speech.

COUNSELING THE SPEECH IMPAIRED

Speech impairments are among the more frequently occurring handicaps. When a student's speech causes communication problems, or negative reactions on the part of the speaker or the audience, it is considered a speech impairment. Most speech impairments are in articulation, voice, stuttering, or other nonfluency areas. Items for counselors to consider when working with speech impaired students include:

1. Counselors should face the speech impaired student directly to enhance the student's reception.
2. The student should be allowed to communicate at his/her own pace. Attempts to accelerate the communication

should be avoided by counselors. Instead counselors should communicate to the student that there is plenty of time, thus inviting the student to be more at ease.

3. Counselors need to be careful not to finish sentences for the student or try to guess what the student is trying to say. Attempting to "talk" for the student makes him/her more self-conscious, and ill-at-ease, which frequently only intensifies the problem.

COUNSELING STUDENTS WITH BEHAVIOR DISORDERS

Behavioral disordered students can offer a frustrating but potentially rewarding challenge to the counselor. Students with behavioral and emotional difficulties engage in inappropriate behaviors that interfere with the student's own development or the lives of others. When working with behavior disordered students, counselors may want to consider:

1. Besides needing a caring, supportive person to talk with, students who exhibit behavioral disorders require structure and consistency within the counseling session to define appropriate and inappropriate behaviors. The unusual intensity or frequency of these behaviors signals that the student needs assistance.
2. Progress in the counseling relationship is usually enhanced through use of directive counseling approaches (e.g. reality therapy and behavioral counseling).
3. In the counseling session, counselors should explain the concept of problem ownership to the student. The student's responsibility in resolving problems should be emphasized. Counselors can then teach the student to take responsible action. Contractual approaches are frequently effective.
4. The emphasis on directive counseling approaches does not mean acknowledgment and exploration of a student's feelings should be excluded.
5. Role-playing and behavior rehearsal techniques can be used by counselors to help behavior disordered students practice appropriate behaviors.
6. Due to the complex nature of most behavioral disorders, communication between parents, teachers, and the counselor must occur on a regular basis. Education strategies can be reinforced by everyone, if a team approach is used.

GROUP VS. INDIVIDUAL COUNSELING FORMATS

As part of a comprehensive guidance program, counselors will be facilitating both group and individual sessions. Appropriate selection of group or individual formats, and optimal use of facilitation techniques, will enhance the quality of services provided.

ATTRIBUTES OF SUCCESSFUL FACILITATORS

Successful facilitators know when to be directive and when to be non-directive. In short, they know when, how, and how much to lead. Because special students usually require considerable structure at the outset, initial direction for the group will be in the hands of the facilitator. However, the group should be given as much responsibility for the content and direction of group meetings as they can reasonably handle. The same applies to individual sessions.

Successful facilitators are on time, have topics ready for discussion, and have a variety of hands-on activities planned to complement discussions. They make students feel at ease in the group, and make them feel their contributions are appreciated. Modeling, behavior rehearsal, and role-playing are integral parts of the counseling process for special students. The facilitator may also require students to carry out activities outside of the counseling sessions to try out new behaviors in more "natural" environments.

Being well organized is important to the success of any counseling endeavor. Counselors who are well organized:

1. inform parents, teachers, and administrators about group or individual sessions and their purposes;
2. clarify for students the purpose and format of the counseling session, and schedule sessions to avoid class conflicts when possible;
3. follow through with commitments they make.

ADVANTAGES OF INDIVIDUAL COUNSELING FORMATS

Individual counseling formats have numerous advantages. Some are:

1. The opportunity to focus on topics of high priority to an individual student.
2. More privacy is afforded the student in an individual counseling session.
3. More participation is required of the student and hence, he/she becomes more involved in the counseling relationship and process.
4. When counseling one student, it is easier to deviate from the agenda when the situation warrants discussion of new concerns or feelings.

WHEN TO USE INDIVIDUAL FORMATS:

Individual counseling sessions should be employed as often as possible with special students. Counselors need to make these students, as well as all other students in their building, aware of the services they provide. Counselors will want to encourage special students to seek out assistance if needed. Regardless of whether this invitation is accepted, counselors should make a concerted effort to see as many special students as possible so special students will recognize that counselors are caring and helpful. Counselors must engage in an ongoing dialogue with parents and teachers of special students in order to assist when crisis or adjustment problems emerge.

ADVANTAGES OF GROUP FORMATS

When employing group formats, there are other advantages to be realized:

1. When working with a group a counselor can reach a larger audience in the same amount of time.
2. Being involved with a greater number of special students on a regular basis may minimize the number of crisis situations a counselor is expected to deal with.
3. Special students' involvement with a group of peers in a supportive experience can be beneficial in that group members begin to learn how to function in a small social environment. Students give and receive feedback from their peers which helps them evaluate and change their own behavior.
4. Group members can try out new behaviors in the safety of the group.
5. Group participants will recognize that they have similar experiences, thoughts, and feelings.

6. A group composed of both special and general education students can enable group members to become aware of the uniqueness and differences that exist among people.
7. A group can provide a learning experience for everyone including the counselor!

WHEN TO USE GROUP FORMATS:

When a large number of special students express similar concerns, groups are an effective use of the counselor's time. The group format is an appropriate way to facilitate peer interaction and provide meaningful feedback. At the same time, group time can be used to role play new behaviors in the safety of a small social environment.

GROUP AND INDIVIDUAL FORMATS

Group and individual counseling approaches can be combined. Thus students participating in a counseling group may also be involved in individual counseling sessions.

THE COUNSELING PROCESS

The counseling process does not change significantly when counseling special students. A counselor still must be empathic, genuine, and communicate unconditional positive regard for the student. However, counselors must be careful to not fall into the trap of being too nurturing. Using a more structured, directive approach with special students does not mean ignoring affect. Special students have lots of feelings that need to be understood and explored.

Generally, a counselor operating from a helping model that has a problem discussion and resolution phase will be more effective in counseling special students than a counselor who operates from either a problem discussion (non-directive type counseling) or problem resolution approach (directive type counseling) in isolation. Most special students will not gain the necessary insight from problem discussion to develop their own action programs. At the same time, an action program developed without attending to a special student's feelings may not be appropriate.

A counselor who operates from a model that attends to affect and action cannot only help a student change his/her behavior but can also teach the special student a problem-solving process for future use, particularly if the process is clearly pointed out and discussed. The problem resolution stage encourages responsible action and shows special students that they can affect their own lives in a positive manner. Taking action helps special students realize that they can positively change their circumstances or environment. Although solving problems includes discussion, action, and direction, counselors must avoid taking total responsibility. Special students must be thoroughly involved in each step of the process and given as much responsibility as they can handle.

Rather than making decisions for special students, counselors need to assist students to make decisions, act on their decisions, and accept responsibility for their decisions. Since many special students will soon be living independently and making adult decisions, problem solving and decision making are critical skills to develop.

DESCRIPTION OF ONE PROBLEM SOLVING PROCESS

Although a number of problem-solving approaches exist, the following basic process is appropriate for counseling situations involving special students. It can be adapted to both individual and group formats.

PROBLEM SOLVING PROCESS

Specifically define the problem(s).

Prioritize problems (if more than one).

Design an action plan.

 List major goal(s) or desired outcome(s).

 Explore ways to accomplish goals.

 Weigh the alternatives.

 Decide upon a plan of action.

Make a commitment to the plan.

Carry out planned actions.

Evaluate the action plan and modify as needed.

Specifically define the problem(s). It is impossible to design an effective plan to resolve a problem unless the counselor and student clearly identify and describe the specific problem(s) the student is encountering. Problem definition includes determining problem ownership by asking - "Who owns the problem?" Successful resolution of a problem can only occur when all of the possible causes are identified and explored. The nature and extent of the interventions will naturally be dictated by the source(s) and severity of the problem. Analyzing and describing the situation thoroughly will enable the counselor and student to match strategies to needs, and therefore increase effectiveness.

Prioritize problems. Since special students will frequently have several problems, problem solving can be made more manageable by prioritizing the problems, then attacking the problem the student is most concerned about first. It is also helpful to tackle problems where success can be experienced fairly easily or fairly soon, so the student can experience some positive payoffs from taking responsible action.

Design an action plan. Although verbal plans are helpful, written plans are probably more effective with special students. The student and counselor must first list the goals. They can then jointly brainstorm means for accomplishing the goals. After a list of possible strategies has been generated, the student and counselor can discuss each to determine its appropriateness. An action plan can then be written describing the strategies selected by the special student. This plan should specify what actions will be taken, by whom, when, and for how long.

Make a commitment. Next the student must agree either verbally or in writing to carry out the plan. Depending upon the student's motivation, the counselor may find it

necessary to build various reinforcement contingencies into the plan to encourage the student.

Carry out plan. Although this is the special student's responsibility, a counselor's approval and encouragement will help the student initiate and maintain his/her efforts.

Evaluate action plan. Finally the counselor and student must monitor the student's progress on a regular basis. New action plans can thus be developed as needed.

This basic counseling process is appropriate for a wide range of student problems, several of which are described in more detail in the following section.

COUNSELING STRATEGIES FOR COMMON PROBLEM AREAS

There are numerous ways in which counselors can assist students who are experiencing adjustment problems. The primary focus of this section is to review strategies that can be employed (in individual or group counseling) for problem areas frequently encountered by special students.

SELF-ACCEPTANCE

This is an extremely important area. A student's perception of him/herself affects how he/she perceives the world. Special students need to develop healthy self-images in order to cope effectively in environments fraught with obstacles.

Quality proactive guidance programs can facilitate healthy self-concept development in special students. In working with students, counselors may want to consider some of the following strategies:

Student Strokes. This approach involves taking advantage of every opportunity to encourage special students for effort or achievement inside and outside the counseling relationship. Teachers and parents should be contacted to discover additional areas to acknowledge. Honest positive statements about themselves from others will help students value themselves more.

Too Your Horn. This strategy involves discussing with the student the concept of individual differences and the fact that we all have positive attributes. The special student is asked to list (during the session or as a homework assignment) his/her positive attributes (things they like about themselves, or things other people like about them) and then verbally share them with the counselor. The counselor can and probably should add to the list when the student is done sharing.

Advertisement. This activity requires that the student prepare an informal advertisement display of his/herself including pictures (of him/herself, hobbies, interests, skills, etc.) and graphics. The student is then asked to verbally sell his/her product, i.e. him/herself, to the counselor.

Handicap Rap. Because the handicap itself directly and/or indirectly affects self-esteem the student's handicap and the effect it has on him/her and others needs to be discussed as early in the relationship as possible without pushing the issue. Of course, the counselor should be on guard not to make the handicap the only cause for special student low feelings of personal worth. Together, counselor and student need to thoroughly explore the impact of the handicap on the student and others.

Pat on the Back Diary. Diaries can be helpful in a number of ways, but this particular strategy is intended to help special students feel good about themselves. Nothing could be sadder than crawling into bed at the end of the day and considering yourself a loser. This strategy requires the student at the end of each day (just before retiring) to say or write one positive self-statement, to affirm that he/she is worthwhile. What did someone say that day to make him/her feel good? What did he/she do that made him/her feel good? What did he/she like best about him/herself for that day? The counselor should encourage the student to review these positive statements often and to think about them when feeling down.

Warm Fuzzies. Fuzzygrams, glad notes and phone calls to the student and/or parents can contribute significantly to a positive self-image on the part of the special student. Although used primarily in the elementary grades, these can be made appropriate for secondary students. These are given to the student and include positive statements about the special student (i.e. effort, progress, behavior, etc.) Occasional phone calls home of a positive nature also help parents to feel better about their child, which may result in encouraging their student more.

Tutoring. Often special students receive assistance from tutors but are usually overlooked as potential tutors when programs are being developed. Special students make excellent tutors. One simply needs to identify their strengths and then match them with tutee weaknesses. The notoriety, and recognition that comes with being a tutor can really bolster a sagging self-concept. It could also help the special student feel like he/she also has something worthwhile to contribute.

Fuzzy Bombs. In a group activity each group member is asked to make one positive comment about a designated group member (e.g. skills, behavior, appearance, interest, etc.). This "warm fuzzy" bombardment from peers enhances feelings of self-worth.

Letters. In this activity, the special student is invited to write a "Letter to Myself" complimenting him/her, praising his/her strengths, reinforcing his/her efforts, etc. In other words, affirming his/her worth in writing. Another format, "Letter of Recommendation," requires that the student write a letter of recommendation for his/herself, the type of recommendation that an employer might ask for. Here again, the student is expected to make positive statements about his/her skills, attributes, etc.

I Am - Want to Be - Can Be. This activity is potentially one of the best, because it involves a goal-orientation and requires action on the part of the special student. In this activity the special student with low self-esteem is asked to discuss who he/she is, and what he/she likes about him/herself. An honest self appraisal is solicited, if necessary other strategies can be used prior to this one in order to give the student a starting place. The counselor may share his/her perceptions or the perceptions of others (teachers and parents) regarding the student. This strategy may consume much time since it involves discussion and action phases. The first part, "I am," is a discussion of the student's self perceptions and perceptions of others (reality testing); the second part, "want to be..." involves asking the special student "how he/she wishes he/she were, and what he/she wants to be like." The final part, "I can be..." involves deciding how much of what he/she wants to be is actually possible. This final step includes discovering what can be changed about him/herself, then choosing to change and taking responsible action to bring about that change. This final step also involves realization and acceptance of the things that cannot be changed.

LEARNING ENVIRONMENT DIFFICULTIES

Most special students at one time or another experience difficulties in their learning environment, which may include: difficulty with the curriculum; problems with teaching methodologies and management systems; competition among classmates; unrealistic expectations of teachers and parents; or difficulties related to the abilities, levels of skill development, motivation, and study habits the special student brings to the learning environment. While some of these problems might be "owned" by persons other than the student and thus require intervention other than just individual counseling, in many instances, the student does "own" the problem (as in the case of motivational or study skills problems). The counselor and student can then employ

specific strategies to assist the student in working on identified problems.

Home-School Token System. Token systems reflect a behavior management approach used with students exhibiting motivational and attitudinal problems. The token system approach described here involves cooperation from both home and school. To begin the student and counselor identify target behaviors. A strategy is then developed for increasing or decreasing each target behavior. A home-school token system for a special student at the high school level requires that the counselor conference with teachers, parents, and students to determine a system for rewarding appropriate classroom behaviors via tokens to be given by the teacher, to determine appropriate rewards for the parents to provide, and to develop and use a system for monitoring and maintaining the program's effectiveness. The evaluation system usually involves observing and recording change in the target behavior. Involving the student in recording target behavior rates frequently increases the effectiveness of token programs.

Contracting. The success of this strategy is contingent upon student involvement and commitment. The counselor and special student identify behaviors that need to be improved, and write up a contract (joint agreement) outlining a specific objective that the student wants to achieve. Consequences for successfully completing the contract or not completing the contract should be clearly spelled out in the contract. After the contract is written, the counselor should provide encouragement and support. Involving classroom teachers or parents in this process is appropriate. Contracts may be written for any length of time, but shorter contracts (even if repeated) - a class, a day, or a week, are usually more helpful to the special student. Short contracts help special students focus on the purpose of the contract, provide frequent opportunities for positive feedback about their progress, and allow for reinforcement of their success.

Daily Report Cards. Daily report cards are helpful when working with a student who is disorganized, lacks motivation, or engages in inappropriate classroom behaviors. This strategy opens communication with the home and provides immediate feedback to the student and parents. The report card can be a strip of paper with several columns and rows. Printed across the top are headings such as - CLASS, BEHAVIOR, EFFORT, HOMEWORK, TEACHER. Down the left column the student lists the classes he/she is taking. Teachers are asked to write POOR, SATISFACTORY, or GOOD under the headings BEHAVIOR and EFFORT, depending upon how the student behaved and worked in class that day. In the HOMEWORK column the teacher indicates what work the student needs to complete and places his/her initials under the heading TEACHER. The student is responsible for behaving in a manner expected of students in that class, and putting forth effort to acquire the information or skills being taught. At the end of each class period he/she has the teacher fill in the report card, and at the end of the school day he/she takes home the necessary homework. Upon arriving home the

report is shown to parents who provide encouragement and positive or negative consequences based upon teacher remarks. As the special student learns appropriate classroom behaviors, works diligently, and keeps up with homework, this program can be phased down to a weekly report card and eventually eliminated when good behavior is developed by the student.

Additional Help. Even though special students may receive help in a self-contained or resource room program, some students can profit from the assistance of tutors (cross-grade or peer), parent aides or teacher aides. The counselor can help special students by helping the school develop and mobilize a tutor or aide program, and assisting special students in finding a suitable aide when they are experiencing difficulty in a particular class or subject.

Self-Management. Special students frequently have difficulty succeeding academically because they have poor study skills. Counselors can work with special students by teaching students techniques to help students manage their time and study more effectively. Teaching students to manage their own behavior by providing specific strategies and skills helps students develop self-discipline and responsibility. Students can be shown how to organize class notebooks, keep track of homework assignments, and budget time. Students could conduct time studies on themselves for seven days and record how they spend time. Analysis of the time study data will identify areas where students can be more efficient. Study time can be budgeted for a whole week, showing special students that study time is not overwhelming, and that there is time for other pursuits. Students can be asked to prepare a study area at home that is free from distractions and interruptions. A large calendar could be added to the study area on which the special student can record the due dates of assignments and tests. Students can be taught to allocate some time each day for class preparation. Some special students are impulsive and hurry through their school work making many errors. Counselors can help students learn to double check their work, help them learn a systematic approach to outlining their textbooks, and teach them test-taking skills.

SEXUALITY ISSUES

Adolescence is a time of numerous changes, one of which is an increased interest in members of the opposite sex. As special students become more conscious of their sexuality, just like their peers, they wonder about how to relate to the opposite sex on an intimate level. Adolescence is an extremely important time since foundations are being created for healthy heterosexual relationships. Special students need to understand the physiological and psychological changes they are experiencing. They also need to learn appropriate dating behaviors, clarify their values, learn how to be responsible in relationships, and

explore the meanings of love and marriage. Special students will profit from guidance programs that provide for exploration of these topics. Activities might occur as part of classroom guidance activities, counseling group experiences, or in individual sessions when needed. Sexuality issues that emerge in individual sessions need to be dealt with thoroughly and sensitively by the counselor. Because sexuality issues are a common problem area for many special students, group counseling sessions, focusing on sexuality issues may be desirable. Some group strategies that a counselor may want to consider:

Unstructured Group. A group of special students, with a common interest in any of the issues mentioned in the preceding paragraph, can be formed. The counselor can provide some structure and can facilitate the process, but the group members have responsibility for selecting discussion topics. Role playing and behavior rehearsal techniques should be used extensively.

Formal Classes. The counselor, in cooperation with the school nurse, and other staff, may want to develop a formal course which focuses on male/female relationships, dating, sexuality, values, problems, love, marriage, parenthood, etc. Speakers, discussions, and role playing can be the primary process for disseminating information, exchanging information and learning new skills. Filmstrips may serve as excellent focal points from which to develop a presentation and discussion.

Structured Groups. A counselor might regularly schedule group meetings with 12-13 special students. The content of these meetings might be the same as for the formal classes, but the format could provide greater opportunities for discussion, exploration of values, and role-playing. There may be opportunities for homework activities and group follow-up discussions of group member progress. The counselor can serve as the group facilitator and thus provide the overall direction for the group meetings.

INTERPERSONAL RELATIONS

We are social beings, and social interaction is required on a lot of different levels in our society. Relating effectively in our society means having and using appropriate interpersonal skills and social behaviors to communicate and get along with people.

The development of good interpersonal skills is essential for the overall adjustment of any student. Since many special students have been isolated from the mainstream of society or have had limited inter-

action with non-handicapped students, the development of social skills needs to be attended to before these students can be expected to cope effectively in the community as young adults. A quality developmental guidance program (K-12) helps special students develop these necessary skills as they progress through school. The development of social skills lends itself nicely to a group counseling technique which provides opportunities for group interaction. Counselors can also assist individual students in this area. Generally, counselors are most effective when they see special students in both group or classroom activities and individually. Some strategies the counselor may want to consider are:

Simulation of Handicaps. Sometimes little interaction occurs between special and general education students because each group feels uncomfortable with the other. Classroom activities, or group counseling with special and general education students, can focus on individual differences by simulating handicaps. Discussion of handicapping conditions (led by the special students) can help regular students become more understanding and accepting of special students. As a result the amount of interaction between them should increase. One of the best ways for a special student to learn interpersonal relation skills is to see them being modeled, and experience them first hand.

Communication Skills Lab. In a group format the counselor might teach special students specific communication skills, including how to listen, give constructive feedback, send "I-messages," and identify feelings. This group experience may involve a combination of teaching, modeling, and role-playing, with homework activities outside the session designed to encourage group members to test their new skills. At the first meeting one skill should be introduced and practiced. At the second meeting members' experience in trying the skill outside the group (homework) should be discussed and a new skill introduced. Continue this approach until all the desired skills have been introduced and learned.

Good Deeds. In this strategy special students do at least one nice thing for another person each day. This activity encourages students to start looking for and acknowledging the good in others. Special students also develop the habit of engaging in positive rather than destructive behavior. Over a period of time their new behaviors will elicit more positive behavior towards them as others begin to see them more positively, and hopefully interact with them more frequently.

Others' Shoes. In order to communicate effectively people need to understand other persons' points of view and feelings. In working

with special students the counselor should explain that understanding others requires getting into the other person's shoes and trying to see how he/she views the world. Special students can be helped to understand and practice this concept by requiring them to discuss a conflict they have in a class, with a peer, or at home. The counselor should have each student explain his/her point of view and feelings and then pretend he/she is the person in the conflict, and have the student explain the other person's point of view and feelings. The counselor may need to model the activity first. Role playing is essential and needs to be repeated as often as necessary portraying as many situations as necessary, to help special students develop an appreciation and understanding of alternative frames of reference.

Making Friends. Most students know how to go about making friends. Special students for many reasons (social immaturity, isolation, over-protection) may not have learned good social skills and behaviors; they may not know how to make friends, keep friends, or be a friend. In a group or with an individual special student the counselor needs to help the student explore the following:

- What things does the student look for in a friend?
- What things might others look for in a friend?
- How does one make friends?
- What characteristics do you have that others would like?
- What about you (behaviors, etc.) might keep someone from wanting you as a friend?
- Which of these do you want to change?
- What can you change?
- How will you go about changing?

The special student can explore with the counselor the various areas mentioned above. As a result of this exploration the special student will probably discover that there are some specific things he/she can do to make friends and be a friend. The important thing is for the special student to learn that how he/she behaves towards and interacts with others will to some degree dictate the quality and quantity of his/her interpersonal relationships. As one of the goals of this strategy is for the student to actively try out new behaviors, behavior rehearsal of appropriate behaviors in the counseling session would be important before the student tries out new behaviors in his/her natural environment.

Big Shot. This strategy involves setting up opportunities for the special student to serve in a position of importance with a group of his/her peers. This might be serving on some school committee, assisting with the preparation for a school activity, or chairing a group discussion. The purpose is to place the student in a position where lots of interaction is occurring. The more he/she participates in this interaction the more confident he/she will become in his/her interpersonal relations skills. If the counselor is working with groups, individual members might be given the responsibility for co-

leading or leading the group as a means of facilitating an improvement in members communication or interaction skills.

"Nobody is listening." This activity is intended for a group of students trying to improve their communication skills. The counselor makes a video or audio-tape of two people in conflict whose problem is not being resolved because both persons are so concerned about being right or "winning" that each does not listen to what the other person has to say. After discussing the causes of communication breakdowns, these vignettes can be played for the group. The group can listen to the dialogue and then brainstorm ways the persons could have communicated to satisfactorily resolve their problem. Special students might role play the situations to experience how good communication skills facilitate problem resolution. At another session, group members can be asked to rehearse situations where they might anticipate a conflict with another person (e.g. asking parents for more free time on the weekends). Group members can brainstorm suggestions of how the concerned member should approach the subject.

CAREER PLANNING

A comprehensive guidance program should include career awareness for younger students, and career planning and exploration for older students. Although students may not be experiencing immediate adjustment problems relative to this area, a person's career affects his/her overall adjustment for life. If the school is preparing students for life, then this is one area that should not be overlooked, particularly for special students. Counselors are frequently the best qualified persons in their buildings to assist students in this area. They often devote considerable time and energy assisting regular students in this area, but spend little time with special students who need help making appropriate career choices. In group activities or in individual sessions counselors may want to use some of the following strategies:

"What Do I Want to Be When I Grow Up?" It's important to explore with special students the kinds of jobs they have thought about for after graduation. What would they really like to do, and why? The counselor needs to find out through appropriate open-ended leads how much thought a student has given to a career, what information he/she has, the accuracy of the information, job experience, etc. This discussion and exploration with the special student should help the student recognize where additional information is needed, the importance of knowing his/her own strengths, limitations, interests, and aptitudes, and in general help the student give more consideration to a career choice than he/she had heretofore given.

Making the Best Choice. This is a process that includes three components - self-exploration, exploration of the world of work, and decision making. The strategy may involve interpreting existing valid information about the student to the student, and administering and interpreting additional tests (e.g. aptitude, interest, personality, ability) as needed. Interpreting this data means more than just explaining test scores; rather interpreting helps the student to synthesize the information and develop an understanding of his/her traits, interests, and abilities, and how these will affect career choices. Exploration of the world of work might involve tours, a day on the job, interviews with workers and employers, or exploration of career files and materials. This process culminates in the student making a realistic decision (assuming they have learned good decision-making skills with the counselor's assistance) about career alternatives.

Job Hunting and Survival. Getting out of school and finding a job always sounds exciting and glamorous to a student who has spent the last 13 years in school. Without bursting their balloons, the counselor needs to expose them to the harsh realities of the world of work; students will be in competition with lots of other students so they will need to earnestly hunt for jobs and present the best possible picture of themselves to prospective employers; they will also need to have the necessary work habits and skills to keep their job. Job hunting skills and job survival skills are two areas of discussion that special students could profit from, and a group counseling format would be appropriate here. Time spent on job hunting skills should include developing resumes, listening to guest speaker "employers" discuss what characteristics they look for in an applicant, discussing the effect personal appearance has on interviews, practicing filling out job applications, and participating in mock interviews. Asking the special student to play the role of an employer and discuss the type of employee he/she would want can also increase understanding of the point of view of the employer. Good work habits need to be discussed among group members. Guest speakers - employers and workers alike can add reality to this process. Topics will emerge that relate to tardiness and absence, productivity, interacting with the public, getting along with co-workers, etc. Discussion should include how each of these topics can affect job security.

SUMMARY

The counseling process does not change significantly when counseling special students. As is true for any successful guidance and counseling program, a successful program for handicapped students must: be based on expressed needs of special students, parents, and teachers; use counseling techniques which have been adapted for individual differences; use a variety of formats; and be multi-topical.

This monograph provides a brief overview of the essential components of successful guidance and counseling programs for the handicapped. It describes methods for counselors to use in assessing special student needs, as well as explains adaptations in techniques needed when counseling specific types of handicapped students. This monograph contains descriptions of counseling strategies for common special student problem areas.

In order for a guidance and counseling program for special students to be successful, a team approach must be used, in which counselors work together with general education teachers, special education teachers, and parents to meet the unique needs of students. This monograph, while not a comprehensive resource, can serve as a starting point for counselors desiring to improve their capacity to assist special students in fulfilling their potential.

RESOURCES

A wealth of resources are available to counselors interested in meeting the needs of special students. Counselors are already familiar with many excellent resources (texts and curriculums) from their work with the general education students. Most of the same resources are still appropriate, as special students have many of the same needs as general education students. Counselors need to recognize that most good resources for the regular student population can also be good resources for the special student population. Material can also be used as prescribed or adapted as needed. Activities can be borrowed from several developmental programs and incorporated with counselor-made activities. Resources are simply resources, and as such counselors need to be flexible and creative enough to use them in their entirety or in dissected pieces to help assist special students in the school setting. The following is a list of recommended texts and kits. Catterall and Gazda's text Strategies for Helping Students is particularly outstanding (Chapter 6 "Strategies for Developing Humanistic/

Life Skills" (80 pp.) is especially useful because it has an annotated bibliography of curriculums and materials available in this area). The texts and kits listed have been selected primarily because they focus on strategies and interventions rather than theory.

TEXTBOOKS

- Canfield, J. and Wells, H. C. 100 ways to enhance self-concept in the classroom: A Handbook for teachers and parents. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976.
- Catterall, C. D. and Gazda, G. M. Strategies for helping students. Springfield, IL: Charles C. Thomas, Publisher, 1978.
- Gearheart, B. R. and Weishahn, M. C. The handicapped child in the regular classroom. Saint Louis, MO: The C. V. Mosby Company, 1976.
- Gowan, J. C., Demos, G. D. and Kokaska, C. J. The guidance of exceptional children (2nd ed.). New York, NY: David McKay Company, Inc., 1972.
- Hess, J. I. and Zitzow, D. A cookbook of counseling techniques (Vol. I) East Grand Forks, MN: Personal Growth Consultants, 1979.
- Howe, L. W. and Howe, M. M. Personalizing education: Values clarification and beyond. New York, NY: Hart Publishing Company, Inc., 1975.
- Pfeiffer, J. W. and Jones, J. E. (Ed.) A handbook of structured experiences for human relations training (Vol. I-VII). La Jolla, CA: University Associates, 1979.
- Reinert, H. R. Children in conflict: Educational strategies for the emotionally disturbed and behaviorally disordered. Saint Louis, MO: The C. V. Mosby Company, 1976.
- Schaefer, C. E. and Millman, H. L. Therapies for children: A handbook of effective treatments for problem behaviors. San Francisco, CA: Jossey-Bass Publishers, 1977.
- Simon, S. B., Howe, L. W. and Kirschenbaum, H. Values clarification: A handbook of practical strategies for teachers and students. New York, NY: Hart Publishing Company, Inc., 1978.

MATERIALS/KITS

Career Information System of Iowa (Grades 5-12). Des Moines, IA:
Career Education Division, Iowa Department of Public Instruction.

Decision: A Values Approach to Decision Making (Grades 7-12).
Columbus, OH: Charles E. Merrill.

Developing Understanding of Self and Others (D.U.S.O.) Level II
(Grades 4-8) by Dinkmeyer. Circle Pines, MN: American
Guidance Service, Inc.

Search for Values (Grades 9-12). Dayton, OH: Pflaum Publishing.

Understanding Values (Grades 5-12). Jamaica, NY: Eyegate.

FILMSTRIPS

Society for Visual Education, 1345 Diversey Parkway, Chicago, IL 60614.

About the Author

Dr. Thomas Fairchild is currently Chairman of the Guidance and Counseling Department, and Coordinator of the School Psychology Training Program at the University of Idaho. Dr. Fairchild received his Ph.D. from the University of Iowa in 1974.

Dr. Fairchild's interest in exceptional students, and how their needs can best be met in the school environment, led him to develop the fifteen book MAINSTREAMING SERIES, Learning Concepts, 2501 North Lamar, Austin, Texas 78705, copyright 1976. This series focuses on strategies that regular classroom teachers can employ to facilitate exceptional students' academic and emotional growth.

Dr. Fairchild has been involved with exceptional students for over a decade. This involvement has included providing individual and group counseling experiences for these students and teachers.

About MRRC

One of twelve Regional Resource Centers created by an Act of Congress, the Midwest Regional Resource Center serves an area which includes the States of Iowa, Kansas, Missouri, and Nebraska. Funds for the MRRC contract are directed through its applicant agency, Drake University.

The service goal of the MRRC is to assist state education agencies in its region and, through them, the local education agencies in providing a free appropriate public education for all handicapped children. The emphasis of these services is directed toward the implementation of Public Law 94-142.